**The Federation of Boskenwyn & Germoe Schools**

**Boskenwyn Equality Act/Accessibility Plan 2026-28**

**Context**

The Equality Act 2010 aims to protect people with a disability and prevent disability discrimination. It provides legal rights for disabled people in education and other areas of life.

The Equality Act also provides rights to ensure that people are not directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Employers and building owners/managers have a duty to ensure that people with disabilities are not disadvantaged by a physical feature, practices or policies of any establishment.

Continuing to improve all aspects of the physical environment of the school site and other resources so that all pupils with disabilities can take full advantage of the education and associated opportunities provided by our federation.

The Accessibility Plan will be monitored through the Governing Body and may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Plan should be read in conjunction with other relevant documents:

- Special Educational Needs and Disabilities (SEND) Policy
- School Development Plan
- Equal Opportunities and Anti-Discrimination Policy
- Health and Safety Policy

Definition of Disability (in relation to the Equality Act 2010)

In the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal, day to day activities

For the purposes of the Act, these words have the following meanings:

- ‘substantial’ means more than minor or trivial
- ‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- ‘normal day to day activities’ includes things like eating, washing, walking etc

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions are considered to be a disability. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

**Access/Disability Equality Plan**

This plan considers current arrangements and facilities in place for pupils with Access needs, and covers the school’s ongoing commitment to ensuring pupils have ease of access to the school premises, learning and recreational facilities. The plan will set out a clear message of how and where access will be improved.

The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the future. Ongoing review will allow needs to be met when presenting or changes occur.

The Accessibility Plan is structured to complement and support the school’s Equal Opportunities and Anti-Discrimination Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Our School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This access plan is focused on short, medium and long-term targets which will be reported to governors annually, based upon the following vision for all:

- Provide a warm, friendly, caring, family orientated environment
- Children learn how to be good learners, have self-confidence, independence and self-belief
- Assist children to reach their full potential, academically, physically, socially, spiritually and morally within our nurturing school
- Ensure a stimulating, cohesive curriculum where children’s interests are followed, and success experienced through differentiation and individualisation for the children’s different needs, abilities and skills.
- Helping the children develop morally, having a sense of rights and responsibilities
- By giving children a voice – through a graduated approach to their learning

In the long-term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome some of the barriers to learning or participation experienced by disabled people served by or serving the school.

Should any prospective child or member of staff be in need of premises adaptation the governors will inform the LA immediately.

The attached grid outlines the initial short, medium and long-term targets which are designed to assist us towards our stated objective.

| | Targets | Strategies | Timescale | Outcomes |
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| **Short Term/ annual** | Review of Policies alongside this one:<br><br>Special Educational Needs and Disabilities Policy<br><br>SEND Information Report<br><br>Update Local Offer<br><br>Educating Children with Medical Needs Policy | Check updates<br><br>Amend paperwork | Autumn term 26 | Paperwork prepared for Governing Body for next meeting<br><br>Relevant paperwork uploaded to school websites<br><br>Local Offer to LA |
| | Ongoing assessment of adaptations for visual needs in KS1 and wider school environment, | Reference to Environmental Access Report from sensory team – review of environments; updating of contrasting materials; extending accessibility to new areas | Spring term 26<br><br>Autumn term 26 | Access report recommendations completed<br><br>new resources purchased<br><br>refresh of contrast in KS1 |

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| | Ongoing assessment for adaptations for physical needs in KS1 and wider school environment | Reference to OT and health related reports and plans | Termly reviews | Aut 27 Equipment updated |
| **Medium Term** | Transitional arrangements and adaptations | Liaison with nurseries, setting visits, other professionals involved, preparation | Summer term 27 | |
| | Disability – rolling review | Teachers to assess sensory and physical needs of children in their classes<br><br>Class teachers to consider physical access, light, sound, barriers to learning from the physical environment<br><br>Assess learning spaces, to support well-being of all –zones of trust, work stations, sensory provision, access to outdoors. Continuous provision | Autumn term 26<br><br>Termly, ongoing<br><br>New advice and plans to be implemented throughout the year, re-referral for further assessments | Autumn 26<br>Areas of all classes developed for diverse learning sensory and physical needs<br><br>Spring 27<br><br>Summer 27 |
| **Long Term** | Ramps into buildings<br><br>Transitional arrangements KS1 – KS2 for children | As required | As required<br><br>Start to plan a year ahead – Autumn 2027 for | |

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| | with physical and sensory needs | | KS transition in Autumn 2028<br><br>Contact with County for longer term planning adaptations | |

Reviewed: February 2026, next review February 2028
Revisit of targets on Plan, October 2026

A Larcombe, SENDco
P Blackburn, Executive Headteacher
L Yeomans, M Bland, Co-chairs of governors